

CHAPTER 83
TEACHER QUALITY PROGRAM

281—83.1(284) Purpose. The goal of the teacher quality program is to enhance the learning, achievement, and performance of all students through the recruitment, support, and retention of quality Iowa teachers. It is expected that each Iowa school district will implement the teacher quality program by July 2003. The program shall contain specific strategies that include a mentoring and induction program for beginning teachers, comprehensive teacher evaluations, and district and building support for professional development that includes best practices aimed at increasing student achievement.

281—83.2(284) Definitions. For the purpose of these rules, the following definitions shall apply:
“*Beginning teacher*” means an individual serving under an initial provisional license, issued by the board of educational examiners under Iowa Code chapter 272, who is assuming a position as a classroom teacher.

“*Classroom teacher*” means an individual who holds a valid practitioner’s license under Iowa Code chapter 272 and who is employed under a teaching contract with a school district or area education agency in the state of Iowa to provide classroom instruction to students.

“*Comprehensive evaluation*” means a summative evaluation of a teacher conducted by an evaluator for purposes of performance review, for recommendation for educational licensure and to determine whether the teacher’s practice meets the school district expectations for a career teacher.

“*Department*” means the department of education.

“*Director*” means the director of the department of education.

“*District facilitator*” means an individual in Iowa who serves as a coordinator for a district mentoring and induction program.

“*Mentor*” means an individual, employed by a school district or area education agency as a classroom teacher or a retired teacher, who holds a valid license issued under Iowa Code chapter 272. The individual must have a record of four years of successful teaching practice with at least two of the four years on a nonprobationary basis and must demonstrate professional commitment to both the improvement of teaching and learning and the development of beginning teachers.

“*School board*” means the board of directors of a school district or a collaboration of boards of directors of school districts.

“*School district*” means a public school district.

“*State board*” means the state board of education.

“*Teacher*” means an individual holding a practitioner’s license issued under Iowa Code chapter 272, who is employed as a teacher, librarian, media specialist or counselor in a nonadministrative position by a school district pursuant to a contract issued by a board of directors under Iowa Code section 279.13. A teacher may be employed in both an administrative and a nonadministrative position by a board of directors and shall be considered a part-time teacher for the portion of time that the teacher is employed in a nonadministrative position.

281—83.3(284) Mentoring and induction program.

83.3(1) Purpose. The beginning teacher mentoring and induction program is created to promote excellence in teaching, enhance student achievement, build a supportive environment within school districts, increase the retention of promising beginning teachers, and promote the personal and professional well-being of classroom teachers.

83.3(2) District participation. A school district is eligible to receive moneys appropriated for purposes specified in this chapter if the school board applies to the department to implement a beginning teacher mentoring and induction program in the manner prescribed by the department. A school district, with the coordination of a district facilitator, may provide a beginning teacher mentoring and induction program for all beginning teachers in the school years beginning July 1, 2001, July 1, 2002, and July 1, 2003. A beginning teacher shall be informed by the school district, prior to the beginning teacher's participation in a mentoring and induction program, of the criteria upon which the beginning teacher shall be evaluated and of the evaluation process utilized by the school district. The beginning teacher shall be comprehensively evaluated to determine successful completion of the program and whether the teacher meets expectations to move to the career level. The school district shall recommend for an educational license a beginning teacher who has successfully completed the program as determined by a comprehensive evaluation. A school district may offer a teacher a third year of participation in the program if, after conducting a comprehensive evaluation, the school district determines that the teacher is likely to successfully complete the mentoring and induction program by the end of the third year of eligibility. A teacher who is granted a third year of eligibility shall be provided with support for the district expectations for a career teacher through the district beginning teacher mentoring and induction program. The school district shall notify the board of educational examiners that the teacher will participate in a third year of the school district's program. The teacher shall undergo a comprehensive evaluation at the end of the third year. For purposes of comprehensive evaluations for beginning teachers, including the comprehensive evaluation required for the beginning teacher to progress to career teacher, the criteria shall be based upon the models developed pursuant to 2001 Iowa Acts, Senate File 476, section 14, and established pursuant to Iowa Code chapter 20. A participating school district shall participate in state program evaluations.

83.3(3) District plan. Each participating school district shall develop a sequential two-year beginning teacher mentoring and induction plan based on the Iowa teaching standards. The plan shall be included in the school district's comprehensive school improvement plan submitted pursuant to Iowa Code section 256.7, subsection 21. A school district that wishes to participate in the program shall have the board adopt a beginning teacher mentoring and induction program plan and written procedures for the program. At the board's discretion, the district may choose to use or revise the model plan provided by the area education agency or develop a plan locally. The components of a district beginning teacher mentoring and induction program shall include, but are not limited to, the following:

- a. Goals for the program.
- b. A process for the selection of mentors.
- c. A mentor training process which shall:
 - (1) Be consistent with effective staff development practices and adult professional needs to include skills needed for classroom teaching, demonstration, and coaching.
 - (2) Address mentor needs, indicating a clear understanding of the role of the mentor.
 - (3) Result in the mentor's understanding of the personal and professional needs of new teachers.
 - (4) Provide the mentor with an understanding of the district expectations for beginning teacher competencies based on the Iowa teaching standards.
 - (5) Facilitate the mentor's ability to provide guidance and support to new teachers.

- d.* A supportive organizational structure for beginning teachers which shall include:
 - (1) Activities that provide access and opportunities for interaction between mentor and beginning teacher that at a minimum provide:
 - 1. Released time for mentors and beginning teachers to plan;
 - 2. The demonstration of classroom practices;
 - 3. The observation of teaching; and
 - 4. Feedback.
 - (2) Selection process for who will be in the mentor/beginning teacher partnership.
 - (3) Roles and responsibilities of the mentor.
- e.* Evaluation process for the program, which shall include:
 - (1) An evaluation of the district program goals,
 - (2) An evaluation process that provides for the minor and major program revisions, and
 - (3) A process for how information about the program will be provided to interested stakeholders.
- f.* The process for dissolving mentor and beginning teacher partnerships.
- g.* A plan that reflects the needs of the beginning teacher employed by the district.
- h.* Activities designed to support beginning teachers by:
 - (1) Developing and enhancing competencies for the Iowa teaching standards, and
 - (2) Providing research-based instructional strategies.

83.3(4) Budget. Funds received by a school district from the beginning teacher mentoring and induction program shall be used for any or all of the following purposes:

- a.* To pay mentors as they implement the plan. A mentor in a beginning teacher induction program approved under this chapter shall be eligible for an award of \$500 per semester for full participation in the program. A district may use local dollars to increase the mentor award.
- b.* To pay any applicable costs of the employer's share of contributions to federal social security and the Iowa public employees' retirement system for a pension and annuity retirement system established under Iowa Code chapter 294 for such amounts paid by the district.

These funds are miscellaneous funds or are considered encumbered. A school district shall maintain a separate listing within its budget for payments received and expenditures made for this program. Funds that remain unencumbered or unobligated at the end of the fiscal year will not revert, but will remain available for expenditure for the purposes of the program until the close of the succeeding fiscal year.

281—83.4(284) Iowa teaching standards and model criteria. The Iowa teaching standards and supporting model criteria represent a set of knowledge and skills that reflects the best evidence available regarding effective teaching. The purpose of the standards and supporting model criteria is to provide Iowa school districts with a consistent representation of the complexity and the possibilities of quality teaching. The standards shall serve as the basis for comprehensive evaluations of teachers and as a basis for professional development plans. Each standard with suggested model criteria is outlined as follows:

- 83.4(1) Demonstrates ability to enhance academic performance and support for and implementation of the school district's student achievement goals.** The teacher:
 - a.* Provides evidence of student learning to students, families, and staff.
 - b.* Implements strategies supporting student, building, and district goals.
 - c.* Uses student performance data as a guide for decision making.
 - d.* Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.

- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

83.4(2) *Demonstrates competence in content knowledge appropriate to the teaching position.* The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

83.4(3) *Demonstrates competence in planning and preparing for instruction.* The teacher:

- a. Uses student achievement data, local standards, and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses students' developmental needs, backgrounds, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

83.4(4) *Uses strategies to deliver instruction that meets the multiple learning needs of students.*

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

83.4(5) *Uses a variety of methods to monitor student learning.* The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

83.4(6) *Demonstrates competence in classroom management.* The teacher:

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models, and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for student learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

83.4(7) *Engages in professional growth.* The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.

83.4(8) *Fulfills professional responsibilities established by the school district.* The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

281—83.5(256E) Funding for approved programs. Rescinded IAB 9/5/01, effective 10/10/01.

281—83.6(79GA,SF476,HF413) Beginning teacher mentoring and induction program budget. Rescinded IAB 5/29/02, effective 7/3/02.

281—83.7(256E) Appeal of grant denial or termination. Rescinded IAB 9/5/01, effective 10/10/01.

281—83.8(256E) Annual report. Rescinded IAB 9/5/01, effective 10/10/01.

These rules are intended to implement Iowa Code Supplement chapter 284 and 2002 Iowa Acts, House File 2549.

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